DOCUMENT RESUME

ED 272 117 HE 019 576

AUTHOR	Cross, K. Patricia
TITLE	Adult/Continuing Education.
INSTITUTION	Association for the Study of Higher Education.
PUB DATE	86
NOTE	18p.; Prepared as part of the ASHE-ERIC Clearinghouse for Course Syllabi in Higher Education. For related documents, see HE 019 577-593. Some pages contain light, broken type.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Information Analyses (070)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Development; *Adult Education; Adult Learning; Aging (Individuals); *Continuing Education; *Course Content; *Course Descriptions; Course Organization; Curriculum Development; Gerontology; Graduate Study; Higher Education; Marketing; *Postsecondary Education as a Field of Study; Teaching Guides
IDENTIFIERS	*ASHE ERIC Higher Education Course Syllabi Project; Rutgers the State University NJ

ABSTRACT

Patterns that emerged from reviewing course syllabi on adult and continuing education are discussed, and a sample syllabus is presented. These courses are offered as part of graduate level studies in the field of higher education administration. Seventeen professors provided syllabi from 43 courses taught at 9 universities. Modest agreement on course titles was found. Subject matter of courses and the frequency of each category were as follows: introductory and survey courses (9), program planning and marketing (7), adult learning (7), organization and administration (5), aging/gerontology (3), adult development (2), research methods (2), international (2), and other (6). There was little consensus on what constitutes a basic reading list. A total of 45 textbooks and required readings were listed. The four most frequently used books, their authors, publishers, and publication dates are identified. No book emerged as a "definitive" overview of adult and continuing education. A large number of the books were recently published, suggesting that adult education is a field of growing interest and/or that adult education professors are keeping current with the latest scholarship in the field. Overall, there appeared to be little consensus on what constitutes a base of knowledge of adult education. A sample syllabus from Rutgers University is presented. A list of members of the course syllabi network is included. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272117

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

ADULT/CONTINUING EDUCATION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Gardiner

Oklahoma State Univ

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 019 576

A Project of the

Association for the Study of Higher Education

Committee on Curriculum, Instruction, and Learning

1986

ADULT/CONTINUING EDUCATION

K. Patricia Cross
406 Gutman Library
Harvard Graduate School of Education
Cambridge, MA 02138
(617) 495-3575

Draft

ADULT AND CONTINUING EDUCATION

K. Patricia Cross

Harvard Graduate School of Education

Whoever said that Adult Education lacked coherence as a field of study would find ample evidence for that assertion in the syllabi that were submitted to the ASHE Network for Course Syllabi. While there is modest agreement on course titles, there is little consensus on what constitutes a basic reading list for graduate students preparing for careers in adult and continuing education.

There were 85 faculty members listed in the 1984 edition of the Directory of Higher Education Programs and Faculty who designated themselves as interested in Adult/Continuing Education. Two requests for syllabi were mailed to names on the list, with a disappointing 25 percent response rate. Nevertheless, the 17 professors who responded provided syllabi from 43 courses taught at 9 universities. Three of the nine universities taught 7 or more courses in Adult and Continuing

Education;* many taught just one--or at least provided for only one.

From this rather skimpy and probably somewhat unrepresentative list of graduate courses in Adult and Continuing Education, it was possible to arrive at a grouping of courses that looked fairly standard. Table 1 shows the fequency of courses, grouped by subject matter inferred from course titles.

Table 1

Course Categories and Frequencies

Introductory and Survey Courses	9
Program Planning and Marketing	7
Adult Learning	7
Organization & Administration	5
Aging/Gerontology	3
Adult Development	2
Research Methods	2
International	2
Other	6

- -

One respondent provided a course list for Adult and Continuing Education giving brief catalogue descriptions of 19 courses in Adult and Continuing Education at one university. They are not included in this analysis, however, since no syllabi were received.

The only surprise in this categorization of subject matter is the amount of attention apparently given to adult learning. Upon closer examination, however, it appears that "learning" is sometimes used in course titles as a replacement for adult "education" to suggest that adult learning is far broader than traditional education. Nevertheless, some courses with titles such as "How Adults Learn" and "Theory and Practice of Discussion in Adult Education" suggest that teaching and learning represents a specialized subject deserving attention in Adult and Continuing Education.

There were literally hundreds of books and articles on the reading lists of the 43 course syllabi. The lack of overlap was immediately apparent, even when the reading lists were pruned to "required" readings and text books. Of the 45 books so listed, only four were used in at least three of the 43 courses, and despite the relative frequency of introductory and survey courses, no book emerged as the "definitive" overview of Adult and Continuing Education. The books appearing most frequently on either the required readings or textbook lists were as follows:

Darkenwald, Gordon and Merriam, Sharan. Adult Education: Foundations Practice(1982);

Cross, K. Patricia. Adults as Learners(1981);

Knowles, Malcolm S. The Modern Practice of Adult Education (1980); and

Knox. Alan B. Adult Development and Learning (1977).

These books are all in the "old enough to be known" but "not old enough to be out of date" category, with publication dates between 1977 and 1982. There were a large number of very recent books mentioned, suggesting that Adult Education is a field of growing interest and/or that professors of Adult Education are keeping current with the latest scholarship in the field. Seven of the 43 books required in one or more courses were published in 1984, and only one on the list was published prior to 1975 (Paulo Freire's The Pedagogy of the Oppressed in 1970).

It is difficult if not impossible to discern any "trends" in this field of study. Perhaps the baseline data that is being established this year by the ASHE syllabi network will permit us to identify trends in the future. For now, the only conclusion that can be drawn from the course syllabi is that there is little consensus on what constitutes a base of knowledge in Adult Education.

11/7/85

RUTGERS UNIVERSITY

Graduate School of Education, Department of
Administration, Supervision and Adult Education

230:542 Introduction to Adult & Continuing Education

Fall, 1981

Prof. Darkenwald
213 GSE Bldg., 932-7531

A. Purpose of Course

This first course in the adult education sequence is designed as an introductory overview of the nature and scope of adult education as a field of study and professional practice. It deals with basic concepts and topics that provide a foundation for further study in adult education.

The following course objectives are proposed. They may be modified depending on the needs and interests of the class. The course should help you acquire basic knowledge and understanding concerning:

1. The nature and scope of adult education as a field of study and practice, including the societal forces affecting its growth and development.

2. The distinctive characteristics of adult learners related to participation in education, psychosocial development, and the teaching-learning process.

3. The organizational dimension of adult education, including sponsoring agencies and program areas, coordination, and state and federal roles.

4. Similarities and differences between adult education in the United States and in Europe and Third World countries.

B. Overview of Learning Activities

If meaningful learning is to result from this course, all class members must share responsibility for the group's learning and participate actively throughout the semester in a spirit of self-directed and mutually supportive inquiry. The instructor's main role is not to transmit information but to serve as a resource person, guide and facilitator to aid each student in achieving his or her own learning objectives.

1. Review of Course Objectives

Course objectives will be reviewed to determine their relevance to the needs and interests of class members. Modification of objectives may follow.

2. Preparation for Class Sessions

Reading is intended as the major means of acquiring new information. Most class sessions will involve a modest reading assignment which all students are expected to complete prior to class. The readings and input from the instructor or other resource persons will form the basis for class discussions and exercises. Class discussion is vital to exploring and clarifying important issues and topics; consequently, class members should be fully prepared to share information, opinions and questions.

3. Inquiry Projects

One goal of the course is to familiarize students with major agencies and program areas in adult education. Instructor or guest lectures are not the best way to achieve this end. When students take responsibility for researching and planning a presentation, not only do they learn more but they also acquire skills in group work, research, and program planning. The inquiry project requirement can be met in two ways.

(a) Inquiry Team Projects. Those who chose this option will join one of five small teams, four of which will focus on an agency or program of major importance to the field and of high interest to other class members. An in-class planning session will be provided at which the instructor will serve as a resource person to get the teams started. The team's ultimate goal is to enhance their classmates' knowledge and understanding of the specific type of program or agency in question. Superficial information can be acquired through assigned readings. Concentrate, therefore, on two or three major topics, themes or issues. Be creative. For example, an outside resource person(s) can be interviewed, serve on a panel, or make a brief presentation on a key topic or issue. The fifth inquiry team will do the research for and carry out a formal debate on two major problems or issues facing adult education in the 1980s.

(b) Individual Inquiry Projects. Those who choose this option will conduct an individual study project on a meaningful topic or issue related to the course's objectives. The project may be either a field study of agencies or programs or a library study on any topic or issue important to the student and to the field of adult education generally. Students who elect the individual inquiry option will submit a paper describing the project's purposes, procedures, findings, and conclusions. A one page description of the proposed project should be prepared by October 6 to facilitate timely feedback from the instructor.

4. Issue Papers

In order to help you clarify and integrate important course material, you will prepare two brief Issue Papers. For the first, due October 13th, select an issue related to the field's definition, development, or current status or to its organizational make-up (e.g., marginality, coordination, government roles). For the second paper, due November 24, analyze an issue related to participation in adult education or to adults as learners. Additional information concerning the Issue Paper assignment is attached to this syllabus.

C. Examinations and Grading

1. Final Exam

A take-home final exam will be distributed for comment and critique on October 6. The final revised version, with your input, will be distributed two weeks later. The exam is due the last day of class.

2. Grading

Ideally, graduate students should not receive grades. Since Rutgers does not share this view, you will receive a letter grade unless you inform me by the third week of class that you wish to be graded on a pass/no credit basis. In computing grades, the two issue papers will count 30%, the final exam 30%, and the Inquiry Project 40%.

D. Textbooks

Incredibly, until now no general introduction to adult education had been written. Instructors and students had to rely on extensive lecturing, handouts, and dozens of readings on library reserve. This year, my own introductory text (co-authored with Rutgers grad. Sharan Merriam) is available in pre-publication form for $8, the cost of reproduction and collating. If you do not have the $8 the first day of class, mail me a check so there will be no ongoing confusion and time wasting during class.

G. Darkenwald & S. Merriam
Adult Education: Foundations
of Practice. N.Y.: Harper
& Row, 1982

COURSE OUTLINE

Date	Topic	Readings
9/8	Intro. to Course. Review of course. Key definitions.	None
9/15	Nature of Adult Education. Social forces and lifelong learning. Development of field. Roles of adult educators.	Text, Ch.1*, Ch.7*, pp. 228-236 Text, Ch. 2
9/22	Agencies & Programs. Sponsoring orgs. & program areas. Marginality. Professional associations.	Text, Ch.5*, pp. 151-177 Boone et al, Serving Personal Needs Smith et al, 1970 Handbook
9/29	Inquiry Team Planning. Organization & planning meetings for teams.	Background readings as appropriate.
10/6	State & Federal Roles. Government roles. Legislation. Finance & Coordination.	Text, Ch.5*, pp. 177-185 Peterson, Lifelong Learning, Chs. 4, 5.
10/13	Participation: I. Basic patterns & trends in adult education participation. Motivational orientations.	Text, Ch.4*, pp. 117-136
10/20	Participation: II Theoretical models. Barriers. Dropout. Reaching the hard-to-reach.	Text, Ch.4*, pp. 136-147 Darkenwald & Larson, Ch. 2,3,4* Darkenwald, Retaining Adult Students
10/27	Adults as Learners. Aging & cognitive functioning. Social roles & developmental tasks. Stage theories. Andragogy.	Text, Ch.3*.
11/3	International Adult Education. Commonalities & differences among industrialized & Third World nations.	Text, Ch.6*. If interested, see instructor for readings on specific countries.
11/10	Cultural Organizations. Role of libraries, museums, & public TV in adult education. Guest: Dr. Carr.	To be assigned.
11/17 to 12/8	Inquiry Team Presentations. Overview of selected agencies & program areas by team members and guest resource persons.	To be assigned by each team.
12/15	Problems & Issues. Debate & discussion of issues selected by class.	Text, Ch.7*. Kreitlow, Controversies (skim). Others to be assigned.

GRADUATE SCHOOL OF EDUCATION, RUTGERS UNIVERSITY
Program in Adult & Continuing Education
Introduction to Adult Education

BIBLIOGRAPHY

A. General References

Darkenwald, Gordon G. and Merriam, Sharan B. Adult Education: Foundations of Practice. New York: Harper & Row, 1982.

Knowles, Malcolm. The Modern Practice of Adult Education. Revised Ed., Chicago: Association Press/Follet, 1980. Emphasis on practical aspects of facilitating adult learning.

Peterson, Richard (Ed). Lifelong Learning in America. San Francisco: Jossey-Bass, 1979. Chapters 4 & 5 review state and federal policies and programs.

Smith, Robert M., et al (eds). Handbook of Adult Education. New York: MacMillan, 1970. Some 31 chapters on a variety of topics.

B. Adult Learners

Cross, K. Patricia. Adults as Learners. San Francisco: Jossey-Bass, 1981. See Chapter 7 for a brief review of research on adult learning and development. Also Chapter 9 on facilitating learning.

Darkenwald, Gordon G. and Larson, Gordon A. (eds). Reaching Hard-to-Reach Adults. San Francisco: Jossey-Bass, 1980. Emphasis on understanding and combating barriers to participation.

Johnstone, John W. C. and Rivera, Ramon. Volunteers for Learning. Chicago: Aldine, 1965. Landmark study of participation for those who want to pursue the subject in depth.

Knox, Alan B. Adult Development and Learning. San Francisco: Jossey-Bass, 1977. A good summary; more detailed than Cross's.

Knox, Alan B. (Ed.) Teaching Adults Effectively. San Francisco: Jossey-Bass, 1980. Short articles; best is that by Knox himself.

Tough, Allen. The Adult's Learning Projects. Toronto: Ontario Institute for Studies in Education, 1971. Major study of self-directed adult learning activities.

C. History & Philosophy

Elias, John and Merriam, Sharan. Philosophical Foundations of Adult Education. Huntington, NY: Krieger, 1980. An excellent introductory textbook.

Freirs, Paulo. Education for Critical Consciousness. New York: Seabury, 1973. Purpose of adult education is personal and social liberation.

Grattan, C. Hartley. In Quest of Knowledge. New York: Association Press, 1955. Best general history; includes chapters on England.

Knowles, Malcolm S. The Adult Education Movement in the United States. New York: Holt, 1962. Not as thorough as Grattan, but OK.

Lindeman, Eduard. The Meaning of Adult Education. Montreal: Harvest House, 1961. Along with Freire, the most influential philosopher of the field.

D. Comparative & International

Bennet, Cliff, Kidd, J. R., and Kulich, Jindra (eds). Comparative Studies in Adult Education: An Anthology. Syracuse: Syracuse University Publications in Continuing Education, 1975. Valuable material on other countries.

Coles, E. Townsend. Adult Education in Developing Countries. 2nd. Ed. New York York: Pergamon Press, 1977.

Faure, Edgar, et al. Learning to Be. Paris: Unesco, 1972. A major work on education and its future in the context of lifelong learning.

Lowe, John. The Education of Adults: A World Perspective. Toronto: Ontario Institute for Studies in Education, 1975. A review of general topics such as goals, finance, delivery systems, etc.

E. Agencies & Programs

Adams, Frank. Unearthing Seeds of Fire: The Idea of Highlander, Winston-Salem, NC: Blair, 1975. Fascinating study of a unique institution devoted to social change through adult education.

Boone, Edgar, et al (eds). Serving Personal and Community Needs Through Adult Education. San Francisco: Jossey-Bass, 1980. Reviews 17 agencies and program areas including business & industry, the military, labor education, community development, and programming for older adults, women and prisoners.

Craig, Robert L. (ed). Training and Development Handbook. New York: McGraw-Hill, 1976. 47 chapters covering nearly everything.

Grabowski, Stanley and Mason W.D. (eds). Learning for Aging. Washington, DC: Adult Education Association, 1974. Several good chapters on different aspects of the topic.

Harlacher, Ervin, The community Dimension of the Community College. Englewood Cliffs, NJ: Prentice Hall, 1969. Only major work on adult education in the community college.

Houle, Cyril. Continuing Learning in the Professions. San Francisco: Jossey-Bass, 1980. By far the best treatment of the subject.

Houle, Cyril. The External Degree, San Francisco: Jossey-Bass, 1973. A thorough account with many examples.

Hunter, Carmen and Harmon, David. Adult Illiteracy in the United States. New York: McGraw-Hill, 1979. Good overview with extensive annotated bibliography.

Lusterman, Seymour. Education in Industry. New York: The Conference Board, 1977. Survey of the nature and extent of training in business and industry.

Mezirow, Jack, Darkenwald, Gordon and Knox, Alan. Last Gamble on Education: Dynamics of Adult Basic Education. Washington, DC: Adult Education Association, 1975. Detailed analysis of classroom dynamics, student and staff characteristics, administration, etc.

Sanders, H., et al (eds). The Cooperative Extension Service. Englewood Cliffs, NJ: Prentice-Hall, 1966. The only detailed description of the world's largest adult education enterprise.

Smith, Robert M., et al (eds). Handbook of Adult Education. New York: MacMillan, 1970. Dated, but chapters on universities, community colleges, libraries & museums, and industry still have value.

F. Current Issues

Carlson, Robert. "Professionalization of Adult Education: An Historical-Philosophical Analysis." Adult Education 28 (Fall 1977).

Carlson, Robert. "Professional Leadership vs. the Educational Service Station Approach: An Historical Appraisal." Adult Education 22 (Summer 1972).

Carlson, Robert. "The Time of Andragogy." Adult Education 30 (Fall 1979). (See also Knowle's comments preceding Carlson).

Clark, Burton. The Marginality of Adult Education. Chicago: Center for the Study of Liberal Education for Adults, 1958. Short discussion of an important issue.

Elias, John. "Andragogy Revisited." Adult Education 29 (Summer, 1979). (See also McKenzie's response in same issue).

Gueulette, David. "Exorcising the Spectre of Permanent Schooling." Adult Education 26 (Summer, 1976). Argument against mandatory adult education.

Kreitlow, Burton (ed). Examining Controversies in Adult Education. San Francisco: Jossey-Bass, 1981. Elevent current issues examined in a debate-type format.

RUTGERS, THE STATE UNIVERSITY
Graduate School of Education
Department of Educational Administration
Supervision and Adult Education

The Issue Paper

The ability to write a concise and cogent discussion of an issue is a required skill for graduate students in adult education. This skill is required, not only in the preparation of term papers, but also to answer questions on the comprehensive and qualifying examinations. Most of the questions asked on these exams require an analytic approach used in the discussion of issues.

It has been our experience from reading term papers and exams, that many of our students have difficulty writing about issues. For this reason, we are providing some guidelines for the preparation of an issue paper.

The first task in writing an issue paper is to recognize and define the issue. It is important to recognize that there are at least two sides to any issue. Otherwise it is not an issue, even though it may be a problem. Issues may be related to interpretation of a given situation or they may be related to prescriptions for appropriate action.

(1) An example of an interpretive issue might be - "Experts disagree as to whether adult education is a profession or not. Discuss the merits of each position."

(2) An example of a prescriptive issue might be - "Some leaders in adult education feel that the field should be more professionalized, while others disagree. Discuss the merits of the opposing arguments or pick one side of the argument and defend it."

In each of the above cases the issue is fairly well defined, but this is not always the case. In some cases you may be required to define the issue more clearly. In either case you will have to define the propositions inherent in the issue before you can discuss it cogently.

It is not essential to follow any particular format in preparing an issue paper as long as all the necessary elements are present and in logical sequence. However, if you do not have a format or style of your own, the outline which follows may be useful.

GENERAL FORMAT - ISSUE PAPER

I I. Background & Statement of Problem or Issue

A. What is the problem?
B. Why is it a problem?
C. How did it become a problem and perhaps when?

II. Facts & Assumptions Bearing on the Problem

A. Factual information that is documentable and germane to the issue.
B. Assumptions that are acceptable to both sides of the issue, particularly those that are necessary for logical development of an argument.
C. Definitions of terms and concepts related to the issue.

III. Alternatives - Statement of Positions

A. Positions in favor of the proposition:proposals for remedying the issue in one direction.
B. Positions against the proposition.

IV. Arguments for and against each position including an analysis of the strengths and weaknesses of the arguments.

V. Conclusions and Recommendations. Your own synthesis and resolution of the issue.

A. You may take a position in support of one position or another.
B. You may attempt synthesis of the positions to create a middle ground.
C. You may leave the problem unresolved and discuss what additional work needs to be done before the problem can be resolved.

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi,models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

NETWORK MEMBERS

Adult/Continuing Education	K. Patricia Cross, Harvard Univ., Grad. School of Ed., 406 Gutman Library, Cambridge, MA 02138
College Students	Carol L. Everett, Penn State Univ., 304 Old Main, University Park, PA 16802
Community College	Richard L. Alfred, University of Michigan, 2007 School of Ed. Bldg, Ann Arbor, MI 48109
Comparative/International	Phillip G. Altbach, SUNY-Buffalo, Higher Education Program, 468 Baldy Hall, Buffalo, NY 14260
Current Issues	Robert J. Silverman, Ohio State Univ., 301 Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210
Curriculum/Instruction	Clifton F. Conrad, College of Education, Univ. of Arizona, 1415 N. Fremont, Tucson, AZ 85719
Educational Policy	Patricia Crosson, Univ. of Massachusetts-Amherst, Amherst, MA 01003
Faculty Issues	Martin Finkelstein, Seton Hall Univ., McQuaid Hall, South Orange, NJ 07079
Finance	Kern Alexander, University of Florida, Inst. for Ed. Finance, Gainesville, FL 32611
Foundations/History/Philosophy	John Thelin, School of Education, 323 Jones Hall, College of William and Mary, Williamsburg, VA 23185
Governance	John J. Gardiner, Oklahoma State Univ., 309 Gunderson Hall, Stillwater, OK 74078
Innovative/Nontraditional	Dianne S. Peters, Montana State Univ., 213 Reid Hall, Bozeman, MT 59717
Institutional Research/Planning	Dennis Viehland, Ctr. for the Study of Higher Ed., Univ. of Arizona, 1415 N. Fremont, Tucson, AZ 85719
Legal Issues	Michael A. Olivas, Univ. of Houston, Inst. for Higher Ed. Law & Gov., 415 Farish, Houston, TX 77004
Management Information Systems	Robert G. Cope, Univ. of Washington, M219 Miller Hall, DQ-12, Seattle, WA 98195
Organization/Administration	Ellen Earle Chaffee, Board of Higher Education, Capitol Bldg., 19th Floor, Bismarck, ND 58505
Public Policy	Jack H. Schuster, Claremont Graduate School, Higher Ed. Program, Claremont, CA 91711
Research/Evaluation	James L. Morrison, 120 Peabody Hall 037A, Univ. of North Carolina, Chapel Hill, NC 27514
Sociology	Zelda Gamson, RF #1, Box 11A, Chilmark, MA 02535 and David S. Webster, Univ. of Pennsylvania, 3700 Walnut St/C1, Philadelphia, PA 19081
Student Personnel Administration/ Counseling/Human Development	Larry H. Ebbers, N244 Quadrangle, Iowa State Univ., Ames, IA 50011
Teacher Education	Jack Hruska, Univ. of Massachusetts, School of Education, Amherst, MA 01003
Vocational/Technical	Clyde Ginn, Univ. of Southern Mississippi, Box 5177, Southern Sta., Hattiesburg, MS 39406

To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.